Factor Affecting the Time Management and Technique For Development of Self-Motivation for Students of Higher Education

A

SYNOPSIS

Submitted in partial fulfillment of the

Requirements for the award of a degree

Of

Doctor of Education

In the

Department of Education

Submitted to

YBN UNIVERSITY

RAJAULATU, NAMKUM, RANCHI

JHARKHAND-834010(INDIA)

June, Year-2022

Research Supervisor:

Dr. Mamata Sharma
Professor, Department Of Education,
YBN Unversity,Rajaulatu,Namkum,Ranchi.

Research Scholar:

Anjali Jana
Enrollment No- YBNU2000159
Department Of Education.

DECLARATION

I hereby declare that the synopsis entitled **"Factor Affecting the Time Management and Technique For Development of Self-Motivation for Students of Higher Education"** to be submitted for the Degree of Doctor of Philosophy is my original work and synopsis has not formed the basis for any degree, diploma, associate ship or fellowship of similar other titles. It has not been submitted to another University or Institution for the award of any degree or diploma.

Place:- Dhankhal

Date:

StudentName- Anjali Jana

Enrollment No- YBNU2000159

Contents

1. Introduction 4
1.1 Achievement motivation 6
1.2 Theoretical Relations Between Motivation and Academic 6
1.3 Importance of Motivation in Education 7
1.4 General Factors that Influence Students' Motivation in Education 7
1.4.1 Class and Curriculum Structure 7
1.4.2 Teacher Behaviour and Personality 7
1.4.3 Teaching Methods 8
1.4.4 Parental Habits and Involvement 8
1.4.5 Family Issues and Instability 8
1.4.6 Peer Relationships 9
1.4.7 Learning Environment 9
1.4.8 Assessment 9
1.5 Impact of Practices for Time Management and academic responsibilities 10
2. Literature review 10
3. Statement of Problems 15
3.1 Experiential Learning 16
4. Methodology 16
4.1 Sampling Technique 16
4.2 Sample Size 17
4.3 Data Collection Methods 17
4.4 Instruments for Conducting Data Analysis 17
4.4.1 Tools and Techniques 18
5. Objective 18
5.1 Hypothesis 18
6. Scope and Delimitations of the study 18
References 19

Topic: Factor affecting the time management and techniques for development of self-motivation for students of higher education

1. Introduction

Keeping students motivated is a challenging but crucial part of any classroom. Many teachers have certainly presided over classrooms where pupils were attentive, motivated, and enthusiastic about learning as well as others where they were distracted, uninterested, and hesitant to participate. When considering what causes pupils to be motivated, what aspects are most important? How can teachers increase their pupils' interest in and enthusiasm for class? Different students have different needs, but there are models of motivation that may help us work through these complexities and improve classroom motivation. The ARCS model of instructional design, the self-determination theory, and the expectancy-value-cost model of motivation will all be discussed throughout this manual. There is a lot of cross-over and inspiration between the frameworks of these three models, which highlights the many aspects that impact student motivation. The purpose of this resource is to examine relevant material on motivation and provide actionable advice for boosting students' intrinsic drive to learn.

Scientists and philosophers have spent years looking for ways to improve the quality of education. This is why several approaches to education and training have emerged throughout the years. Since the middle of the eighteenth century, educators have relied heavily on Bloom's taxonomy, which categorises learning goals into three categories: cognitive, emotional, and psychomotor. Researchers in the field of education have been enlightened by this categorization to the fact that it is not sufficient to determine the best teaching method or the most effective teaching strategy without also considering the significance of students' subjective experiences in making sense of the material being presented to them. The term "affective domain" became widely used in the field of education at this time. Researchers in the field of education have recently begun to recognise the importance of the emotional domain, and their investigations have led them to the conclusion that activating the emotive domain, in addition to the cognitive and psychological domains, leads to more effective learning. A new field of study dedicated to identifying the constituents of the emotional domain was made possible by the scholars' acceptance of this idea.

Many studies have shown that some characteristics falling within the emotional domain significantly enhance students' ability to learn. These include things like drive, perspective, confidence, and stress. The learning value of each of these concepts varies. Students' intrinsic drive, however, has received much more attention in studies of schooling. Because of its central role in the work of educators, motivation has been described in a wide variety of ways, leading to a wide variety of related components and structures.

Expectancy – Value – Cost Model

The primary intent of the expectancy-value model was to predict academic conduct amongst pupils. It has subsequently been determined that cost is one of the three most important elements affecting students' motivation, and the model has been adjusted accordingly. You'll find an explanation of the model's three proposed influences on motivation below.

- Expectancy is the belief that one can complete a certain assignment successfully. It's motivating because it makes pupils believe they can achieve the course goals.
- The term "value" refers to a student's capacity to recognise the significance of doing a certain activity. This gives the work or activity significance since the pupils understand the point.
- The term "cost" refers to the factors that limit a student's performance on a certain task, activity, or the whole course. Therefore, students may have high success expectations and task value, but they may also be aware of barriers to engagement or a possible negative effect arising from completion of the work, which might reduce their motivation.

Three important questions to consider from the student perspective:

Expectancy – Can I do the task?

Value – Do I want to do the task?

- Value that comes from doing something for its own sake, known as "intrinsic" or "interest" value.
- Its utility, or how much it can assist other immediate and long-term objectives.
- Attainment value refers to a situation in which completing a task has a positive effect on a person by satisfying an essential want and reinforcing a highly valued facet of their identity.

Expense - Am I not hindered by any factors that would prohibit me from devoting my time, effort, and finances to the endeavour?

The expectations, value, and cost associated with a student do not begin to take form the moment they enter the classroom. These have evolved through time in response to both internal and external influences. Every student has a starting point of how they'll react, but with the right tactics for student success, this can help them better understand the material and identify ways to save expenses, which will enhance their drive. Even if the students don't all end up with the same amount of drive, if this can boost their individual degree of motivation, it will benefit the classroom dynamic and raise student performance.

1.1Achievement motivation

It is well-established that a student's level of accomplishment motivation is a significant factor in that student's level of performance in school. The term "achievement motivation" is misleading since it encompasses several concepts. However, there is a dearth of research that have (1) examined a wide range of motivational variables in connection to academic accomplishment in a single sample and (2) further taken into account students' cognitive ability and past achievement. Because a student's intelligence and level of accomplishment go hand in hand as strong indicators of future success in school. This must be included in when determining the relative significance of various motivators for students' performance.

1.2Theoretical Relations Between Motivation and Academic

When it comes to inspiration, we use a social-cognitive perspective. The accomplishment context is emphasised as a key factor in the motivating dynamics, along with the students' beliefs and their perceptions of events. It is possible to classify the many motivational components that make up social cognitive theories of accomplishment motivation into two main groups: a student's "motivational beliefs about the reasons for choosing to undertake a task," also known as "value components," and their "beliefs about their capabilities to accomplish a task," also known as "expectancy components" (e.g., ability self-concepts, self-efficacy) (e.g., task values, goals). There is a lot written about these types of motivational frameworks.The social cognitive theory holds that students' motivation varies greatly depending on the specifics of any given set of circumstances. We also consider a conventional personality model of motivation, the notion of the achievement motive, to get a fuller sense of the connection between students' motivation and their academic success.

1.3 Importance of Motivation in Education

Students' ability to focus and behave appropriately, as well as their ability to muster the effort required to see assignments through to fruition, depend on their level of motivation. As a result, it may be used to keep going for a while. In the classroom, students' motivation may have an impact on their actions, preferences, and learning outcomes in a number of ways. As an example, motivation can:

- help us direct our attention toward tasks that need to be done,
- allow us to do these tasks in shorter periods of time as well as maintain attention during a longer time,
- minimize distractions and resist them better,
- affect how much information we retain and store,
- influence the perception of how easy or difficult tasks can appear.

Motivation, first and foremost, compels us to do some kind of action. It might be difficult or perhaps impossible to do the task without it.

1.4General Factors that Influence Students' Motivation in Education

1.4.1 Class and Curriculum Structure

Young people do better when life is organised rather than chaotic. Students feel more at ease in the classroom when they can see and feel that there is order to the day and that lessons and materials have been planned ahead of time.One of our most fundamental needs is a desire to feel safe. When that is present in a classroom, pupils are able to give their undivided attention to the lessons being taught.Teachers need to organise lessons and curricula to make their children feel safe. Preparing ahead of time for class is essential for all assigned readings, handouts, and other resources. At the beginning of each semester or class, teachers might also share their goals for the year.

1.4.2 Teacher Behaviour and Personality

Negative feelings toward a teacher, such as fear or dislike, may have a chilling effect on a student's interest in the subject matter as a whole. A teacher's lack of objectivity, or the use of demeaning or embarrassing words, may have a negative impact on pupils' desire to learn.

Students' enthusiasm for learning may be boosted by teachers' acts of compassion, positivity, praise, and encouragement.

1.4.3 Teaching Methods

Changes in instructional strategy may help students maintain their interest in learning. That promotes variety and keeps pupils from becoming jaded. Providing them with some degree of freedom, such as the option to choose their own working partner, might also be useful.Different learning approaches will be used by different students even within the same classroom. Therefore, a teacher is better able to cater to these requirements if they use a variety of instructional strategies.For females to be successful in STEM fields, it is also crucial that they acquire information and abilities that they can put to use in the real world.If a student's needs are not being satisfied in school, enrolling in extracurricular activities or receiving tutoring may be able to assist.

1.4.4 Parental Habits and Involvement

A child's drive, and especially their intrinsic motivation, may be influenced by a variety of parental behaviours. Among them are:

- Taking an active role in the child's education,
- Asking how they are doing,
- This includes: • paying attention while listening,
- providing assistance with certain school-related activities or lessons,
- Meetings for parents,
- nudging kids to finish their assignments or prepare for tests.

Reading is another behaviour that has been shown to increase motivation. Young children benefit more from being read to and read to than from any other single activity. Students' future academic achievement, however, may depend on their current level of reading comprehension.

1.4.5 Family Issues and Instability

A lack of safety at home may have the same demoralising effect on academic drive as danger in the school environment.On average, students who have regular contact with both parents at

home do better academically than their counterparts who do not. Disruptions at home, such as fights or illnesses, might have a negative impact on children's ability to learn. For instance:

- divorce,
- loss of one or both parents,
- not living with the biological father or mother,
- not having contact with the biological father or mother,
- frequently moving from one home to another,
- being or having been involved with Child Protective Services.

As a result, in certain instances, additional support may be needed from schools to help students with their issues.

1.4.6 Peer Relationships

The impact of peers on youngsters grows as they become older. Therefore, disagreements and confrontations with classmates might cause children to feel less socially comfortable, raise stress, and decrease motivation.Monitoring peer disputes, bullying, and other problems helps head them off at the pass.

1.4.7 Learning Environment

Another aspect that impacts academic motivation is the school's atmosphere or climate. The phrase "school environment" is used to describe the collection of rules and policies that together form the culture of a certain institution.For children to thrive academically and socially, they need to feel safe and secure, have their basic needs met (such as receiving three meals a day), and be in an atmosphere conducive to developing positive connections with their peers.A lack of interest in school might also be the result of having too many lessons and a too serious learning atmosphere. Bringing some light-heartedness into the classroom has been shown to boost both student engagement and learning outcomes. Providing enough time for leisure activities and sleep might also help.

1.4.8 Assessment

While standardised testing can raise academic expectations, it also has the potential to dampen pupils' interest in learning, particularly in the early grades. Whereas the contrary is true in nations like Finland, where elementary school students are not required to take any standardised exams. Children in Finland had superior academic success despite a lack of testing.If exams are consistently difficult, students may lose interest in learning. As a result, there is less long-term drive to succeed academically. As a result, teachers should try out several forms of assessment to see which ones best serve their students' varied learning styles.

1.5Impact of Practices for Time Management and academic responsibilities

There is a significant gap between secondary school and higher education in terms of the time management and academic duties that are required of students. In secondary school, there existed a mode of instruction that covered everything and provided explanations of all of it. After entering university, students realise that everything they have been taught so far has been nothing more than a lecture that covers just the most basic facts, and that it is their obligation to study about and investigate the topics covered further. Students of all levels should not only be aware of the importance of time management but also put their knowledge into practise. When they are given an assignment, many students at universities complain that they do not have enough time to do it, and they feel angry because they are unable to do so before the deadline. Time management is highly important for everyone, but it is particularly essential for college students since it helps them get better grades and increases their productivity. However, the vast majority of students suffer with aversion to tasks and ambiguity, which causes them to delay owing to a lack of organisational abilities on their part. As a consequence of this, pupils won't be able to organise their responsibilities in accordance with their priorities, which will lead to them being easily side-tracked and putting off their work. As we can see, effective management of one's time is essential for every student attending a university and is one of the factors that contributes to greater academic accomplishment.

2. Literature review

Shum et al. (2022),The article compares and contrasts conventional education with distant education, highlighting the differences in the methods of instruction, the order of topics

covered, and the amount of time spent on each. Distant learning has its own set of quirks, and this article examines such quirks in the context of teacher-student communication. The process of self-learning is broken down into its component parts. Goal-setting, self-aware cognition, positive reinforcement of learning outcomes, time management, active learning strategies, peer review and self-evaluation of knowledge and skills gained, and student participation in distance learning are all mechanisms that can activate and stimulate the development of self-organization skills in students. courses. The many benefits of distance learning over conventional methods of education include the flexibility to study at one's own pace, the capacity to tailor one's curriculum to specific needs, and the accessibility of a supportive counselling network.

Umarova (2020),This paper explores fresh perspectives on how to best structure students' independent study in higher education. A growing number of people are opting to educate themselves independently. Open online course development is now the primary problem facing institutions. Organizations in the field of education should see this as a hint that they need to rethink their approach to teaching. As important as it is to disseminate knowledge, it is as vital to actively participate in coaching students and immerse them in authentic projects and responsibilities.

Teslenko&Sebalo (2020),This study's overarching goal is to help aspiring PE instructors focus their energies on developing and refining their own personal sets of physical education teaching skills. Students in their third and fourth years made up the control group, whereas the experimental group included 52 individuals who had shown an interest in taking the elective course "Self-study activities in physical education of a prospective teacher in elementary school." Through the use of a questionnaire, they were able to ascertain the extent to which respondents had engaged in training for self-improvement pursuits. The necessity for growth among educators is borne out by the current ubiquity of the profession's need for professionals with high levels of both creative potential and the discipline to engage in ongoing, independent study. At the conclusion of the trial, both groups' training levels grew, with the control group reaching an average of 49.6% and the experimental group reaching a high of 80.1%. In this article, they described and classify the various organisational types of prospective teachers' educational activities. The project approach, the case study, and the portfolio all have a special position among them. The aforementioned forms of activity provide future educators with many benefits, including the ability to plan and predict, utilise a

wide range of sources and media, especially ICT, discover and create original pedagogical content, analyse and compare data, argue persuasively, take initiative, and accept responsibility.

Paranthaman et al. (2020), The study in the article is prompt because of ongoing reforms in Russia's political, economic, social, and cultural spheres, which have necessitated changes to the country's higher education system. The study's overarching goal is to develop a model for incorporating self-directed language learning by students into formal university curricula. The scientific contribution of the study is the development of a holistic paradigm that sheds light on the essence, goals, content features, technology, and phases of linguistic culture construction in the process of self-education of university students learning a foreign language. The study's practical significance stems from the possibility of developing a mechanism and means for the construction of linguistic culture during independent study of a foreign language at the university level.

Melnychuk et al. (2018),This articel explores the role of the English language in the self-education of students majoring in social and humanitarian disciplines with the goal of standardising their university experience. The purpose of this article is to monitor and verify how fluency in English affects a prospective specialist's ability to educate themselves effectively as part of the process of laying a solid academic foundation. High school graduates who combine a strong grasp of the English language with a commitment to self-study are better prepared to adapt their skills to the challenges of a globalised economy and the dynamic nature of their chosen fields. The study's final findings show that students at both institutions read professional literature written in a foreign language in order to get acquainted with global advancements in the social and human sciences. Half of the persons surveyed (5 in each group) said they utilised English to learn new skills and learn about opportunities in their field. Given that many respondents are aware of the doors that may be opened by learning English in terms of accessing professionally relevant material, it follows that educators must steer the educational motivation of their students toward broader vocational thinking.

Lei(2018),proposed groundwork for a pedagogy which cultivates the current scenario in the classroom. With the study of self-education classroom. He found that the undergraduate

"education and self-education classroom system" at Sichuan Agricultural University has been developed in accordance with the principle of educating people through curriculum reform practise, which is central to the reform of ideological and political theory teaching in western Chinese universities. The method has real-world, demonstrable value in advancing efforts to improve how theoretical subjects are taught in higher education and laying the groundwork for a pedagogy that cultivates character in the classroom.

Samuseviča&Striguna (2017), The purpose of this research is to promote academic discourse on the value of students' time spent studying independently by outlining the scope for personalised growth in the building of pedagogic self-educational competence. Examining how college students evaluate their own self-learning skills is the focus of this study. The purpose of this research is to examine how well college students are able to educate themselves and network professionally while enrolled in an academic programme. Methods of research include theoretical analysis, surveys, interviews, and analyses of students' own assessments and reflections. Self-reflection on the student's own performance in the classroom is crucial to the study of pedagogical competence because it reveals the learner's own reasons for wanting to improve as a teacher. University students' ability to shape their own education via self-directed study is highlighted, along with the ways in which this potential might be nurtured. The study's findings corroborate the notion that the "learning" process, which includes the student's deliberate and, in accordance with his or her professional development goals, autonomous labour, is the primary driver of productive studies. Effective, on student's professional growth-oriented study processes are characterised by the future specialist's determined need and ability to study independently, as the personal effort and activities of the independent work contribute to acquisition of lasting and qualitative knowledge, motivation to continue or enhance the obtained education, and the development of purposeful pedagogical skills and competences.

Abdessettar et al. (2016),In this article, they introduce the (KSMS) initiative. Our goal is to improve children's learning outcomes in a self-directed setting by incorporating persuasive technology into existing infrastructure. The delivery of instruction might be completely transformed by persuasive technologies. It could make it possible to educate children who would otherwise never get the opportunity. Millions of kids, particularly in underdeveloped and impoverished nations, still don't have access to education or instructors. Because of this,

the purpose of their study is to provide a compelling mobile self-learning system that may serve as an alternative to traditional schooling.

Amirkhanova et al. (2015),This article addresses the challenge of teaching students to educate themselves as part of a higher education system. Higher education must meet the difficulties of preparing professionals who, with the help of emerging technology, will significantly alter the scientific, technological, and intellectual foundations upon which our society rests. Two primary areas of inquiry are the framework of self-education and whether or not individuals are prepared to engage in self-directed learning at the professional level. Competence in self-education has emerged as an important indicator of work-readiness. Test takers' scores on A.P. Chernyavskaya's preparedness for professional self-education questionnaire. The exam is essentially a questionnaire with 99 questions and 5 rating scales (independence, information awareness, decision making, planning, emotional attitudes). The locus control test developed by J. Rotter was also used. On a measure of independence, decision making, and planning, the group (5-10) that worked for the training firm for a year scored better. They also believe they have more control over their life and, as a result, will be better equipped to realise their aspirations in the years to come. They may presume that the training firm's role in preparing future educators to engage in professional self-education is a significant one.

Rafaila& Duta(2015),Their research aimed to do the following: determine the reasons for self-teaching and self-training; identify the self-teaching and self-training techniques utilised by the student; analyse the progress of these aims throughout the surveys. As for the results, they found, among other things, that social needs play a significant role in determining the motivations for self-teaching; that self-training encompasses all aspects of personality; that professional competences, creativity, and communication predominate; and that self-assessment is becoming more objective. When a student is committed to his or her own professional and personal development and is willing to learn and grow as a result of the teacher's training and educational actions, the student gains insight into his or her own abilities as well as the needs of the community and the prevailing social trends, and he then plans, implements, evaluates, and adjusts the steps necessary to achieve those goals. Theyfigure out how he learns and where he learns it, sets objectives for himself, finds and employs teaching and training strategies that are a good match for those goals, and then assesses, appreciates, and builds upon his successes. By talking to his professors and

classmates, students are able to learn new material, get a better understanding of previously covered material, refine their understanding of the world around them, and strengthen their cognitive attitudes.

Sagitova(2014),they show in their article that how to improve students' capacity to integrate knowledge from several sources. To be competitive in today's increasingly international job market, today's successful learners must combine formal and informal learning and continue their education throughout their lives. They designed the optional course "Learning to learn throughout the lifetime" to get students involved in the self-education process and to foster their independence in learning. It entails learning three main units: how to create a personalised learning plan for students, how to create a European Language Portfolio, and how to improve students' capacity to integrate knowledge from several sources.

3. Statement of Problems

School dropout rates might be seen as a symptom of students lacking in intrinsic drive to succeed in school. The secondary school dropout rate in Bihar is higher than the national average, at around 30 percent. This results in just 25% of Bihar's population being college-educated or above. This indicates that the high rates of dropout are preventing a full third of the county's population from completing high school. But education helps people out since it decreases inequality when the average level of education is increased, with the greatest advantages coming from secondary education. This might explain why over 30% of Bihar's working population has a post-secondary degree or above and is employed. Low self-motivation among school dropouts may also be a factor in Bihar's high poverty rate.

Some students may join an educational setting with the intention of bettering themselves, but lose sight of this goal for a variety of reasons. Threatening a pupil instead of rewarding them is a certain method to create a wedge between you. Some students need that kind of welcoming and reassuring atmosphere to switch on their thinking and learning brain; outside of it, they may feel threatened, defensive, and hesitant to give it their all-in class. Teachers are able to not only establish but also sustain an emotionally secure environment for their students. Teachers may achieve this by encouraging their students to do their best and by not being too critical or harsh when they fall short. A student might easily avoid exerting effort if they believe they will be chastised regardless of whether or not they do the assigned assignment. Students are not best served by an atmosphere of competitiveness, which may

develop if those who do well are publicly lauded and those who perform poorly are publicly chastised. As a result of their fear of being singled out, many pupils will accomplish the bare minimum required of them.

3.1 Experiential Learning

Experiencing something first hand and forming an emotional connection with it is what we mean when we talk about learning something new. The students all of a sudden understand how their education and experience might influence real-world business choices.Success hinges on one's ability to be intrinsically motivated. All educators agree that the most successful pupils are those who have an intrinsic motivation to study rather than responding to extrinsic incentives. They who can find their own inspiration are wonderful, but when students are having difficulty, it is the instructor who is looked to for guidance. By helping students get to the bottom of their desires and needs, this may offer them the gift of intrinsic drive. Maybe they just want to learn as much as possible, maybe they want to impress their parents, maybe they just want to go to college in a big city.

4. Methodology

The phenomenological methodology within the realm of the qualitative research strategy was applied in this study. According to proponents of phenomenon-logical design, it is a malleable technique that may be moulded into a form most suited for elucidating the phenomena of interest. Understanding elements of social life is central to qualitative research, which uses written words as data.Because SDT is a theory of human motivation that looks at a variety of phenomena spanning gender, culture, age, and socioeconomic position, a phenomenological design within the qualitative method was suitable for the current research. Thus, the current research explored the means by which students' self-motivation affected with time management'of their own experiences and interpretations.

4.1 Sampling Technique

Using a random stratified sample helps eliminate bias and boosts variation, both of which are necessary for drawing more accurate conclusions. To account for as much variation in perspective as possible, this is built on a geographical foundation.

4.2 Sample Size

Primary research entails sending out questionnaires through email to a sufficient sample of educators. The research has to be strong and inferential, thus it should look at existing credential research articles and certain internet data archives.

4.3 Data Collection Methods

Secondary Sources: It is obvious that any kind of study will include using the documentary materials, periodicals, pamphlets, and books that may be found in libraries. Evidently, there is no way to start a study endeavour if one does not first complete this fundamental orientation. "Neither should one be started without having prior knowledge of the study that has previously been carried out in the topic," the author writes.

Primary Sources: A structured questionnaire was produced by first extracting variables and their relevant qualities from the vast literature review. This was done in order to build the questionnaire. The research variables and demographic information were both included in the questionnaire. A Likert scale with five points was employed to record each person's reaction.

4.4 Instruments for Conducting Data Analysis

Tables and cross tabulation are two examples of descriptive statistics that present data in a way that makes it simpler to comprehend and work with the information. Descriptive tools are also known as descriptive statistics displays (Levin, 1984). Cross tables have been used so that the categorization of the respondents may be presented in accordance with the demographic information that they possess. In addition, a descriptive table is provided on the variables of the study, which details the means, standard deviations, and other statistics.

In addition to using descriptive methods, the researcher has also made use of inferential methods in order to examine the hypotheses about the correlations that exist between the study variables. Regarding the demographic characteristics of the individuals who participated in the study as well as the connections that existed between the research variables, a variety of methods were used.

4.4.1 Tools and Techniques

The data collected will be analysed using the relevant statistical methods. The educators' dispositions will be investigated through the customized questionnaire of self-motivation and time management. Standardized testing is performed using the statistical software for the social sciences (SPSS).

The following methods and instruments have been utilised:

- ✓ Correlation analysis
- ✓ Regression analysis (Multiple Regression & Stepwise-Regression)
- ✓ CFA and SEM Analysis

5. Objective

Aim: Factor affecting the time management and technique for Development of self-education motivation for students of higher education.

- To find the factor affecting the time management for students of higher education.
- To investigate the factor affecting the time management and Development of self-education motivation for students of higher education.
- To find the corelation of time management and self-education motivation.

5.1 Hypothesis

$H1_0$: There is no any significant co-relation of time management and self-education motivation.

$H2_0$: There is no any significant difference of time management and self-education motivation between male and female of students of higher education.

$H3_0$: There is no any significant difference of time management and self-education motivation among the all-age group of students of higher education.

6. Scope and Delimitations of the study

The study is presented the Factor affecting the time management and technique for Development of self-education motivation for students of higher education. It is delimited to the time management method for Development of self-education motivation for students of higher education in very limited scope of data. The study is confined to various factors which comprises the self-education motivation variables along with time management. This research has limited with focused demographical data.

References

Abdessettar, S., Hotte, R., Gardoni, M., & Abdulrazak, B. (2016, April). Persuasive technologies for efficient adaptable self-education. In *The Eighth International Conference on Mobile, Hybrid, and On-line Learning, c* (pp. 70-75).

Amirkhanova, A., Davletkalieva, E., Muldasheva, B., Kibataeva, N., Satygliyeva, G., &Arynhanova, E. (2015). A model of self-education skills in high education system. *Procedia-Social and Behavioral Sciences*, *171*, 782-789.

Grigor'eva, E. I., Yaroshenko, N. N., Bogatyreva, S. N., Smirnova, E. V., &Kireeva, I. A. (2019). The paradigm of the formation of linguoculture in the process of self-education of students in teaching a foreign language. *RevistaEspacios*, *40*(41).

Lei, Z. (2018, April). On the Key Points in the Construction of Education and Self-education Classroom System. In *2018 4th International Conference on Education Technology, Management and Humanities Science (ETMHS 2018)* (pp. 6-11). Atlantis Press.

Melnychuk, I.,Rebukha, L., &Bloshchynskyi, I. (2018). Strategic Significance of English in Self-Education of the Students of Socio-humanitarian Specialities for Fundamentalization of University Education.

Paranthaman, A.,Ayshwarya, B., Livshits, Y. A., Nguyen, P. T., Hashim, W., Shankar, K., &Maseleno, A. (2020). Self-education as a condition of professional and personal development of a future specialist. *International Transaction Journal of Engineering, Management and Applied Sciences and Technologies*, *11*(1), 1101-1101.

Rafaila, E., & Duta, N. (2015). Teaching and self-teaching in higher education. *Procedia-Social and Behavioral Sciences*, *197*, 1230-1235.

Sagitova, R. (2014). Students' self-education: learning to learn across the lifespan. *Procedia-social and behavioral sciences*, *152*, 272-277.

Samusevič̆a, A., &Striguna, S. (2017). The Development of Teachers' Pedagogical Competence in the Process of Self-education at the University. *International Journal on Lifelong Education and Leadership*, *3*(2), 39-46.

Shum, O.,Fadyeyeva, K., Pustovalov, S., Skliar, O., Khymych, O., &Pukhno, S. (2022). Distance Learning As A Means Of Stimulating Self-Education Of Higher Education Students.

Teslenko, T.,&Sebalo, L. (2020). Future teacher training for self-education activity in physical education at elementary school.

Umarova, Z. (2020). Modern and Innovative Approaches to the Organization of Students' Self-Education in Higher Educational Institutions. *Journal La Edusci*, *1*(4), 5-8.